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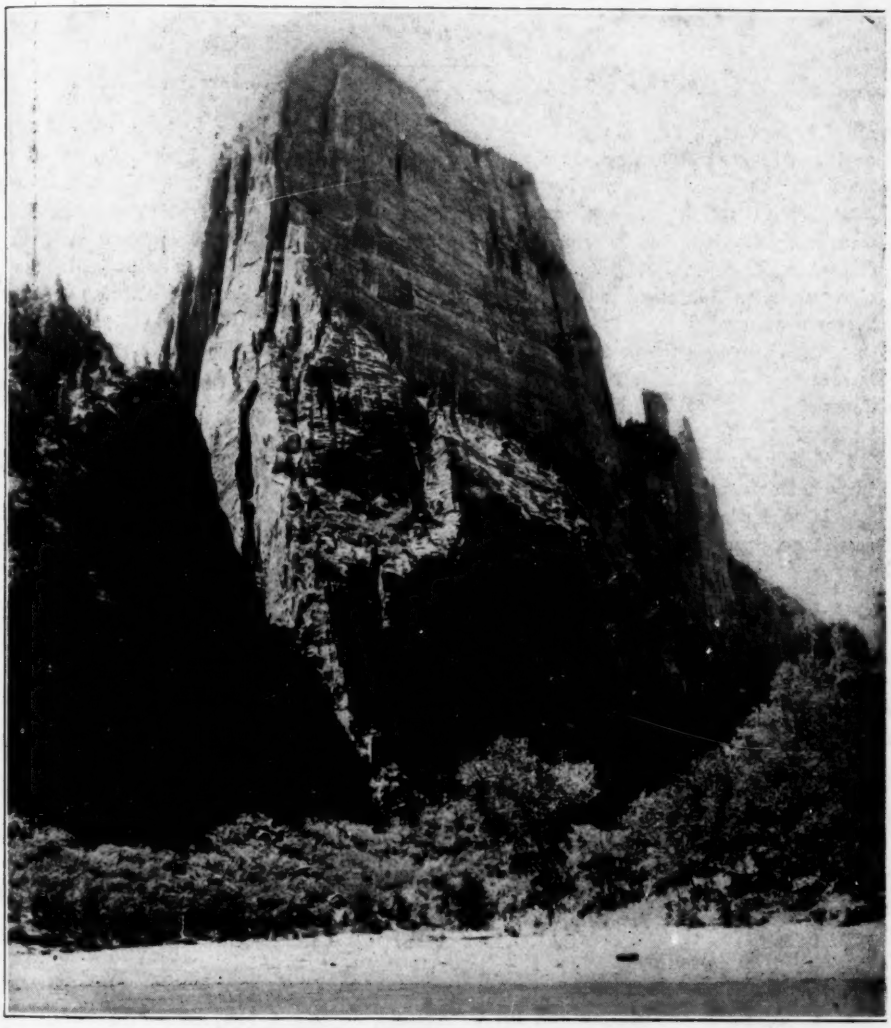

El Gobernador in Zion Canyon National Park

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THE JOURNAL OF GEOGRAPHY

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VOLUME XXIII SEPTEMBER, 1924 NUMBER 6

THE CONTINENT OF EUROPE

A. E. PARKINS

George Peabody College for Teachers, Nashville, Tenn.

Europe is the center of the intellectual, cultural, scientific, industrial, and commercial world. In fact the higher civilization of the world, outside eastern and southeastern Asia, is European, or slightly modified European; and nearly all modern advancement in the Orient is due to European influence.

THE SPREAD OF EUROPEAN INFLUENCE

In the last four hundred or more years European culture and influence has encompassed the world. In the fifteenth, sixteenth and seventeenth centuries Portugal, the Dutch Republic, France, and England explored the coast of Africa and southern and southeastern Asia and the near-by islands, established themselves at various points along the coasts of both continents, and assumed a monopoly of the commerce. In Asia England finally came largely to monopolize the commerce of wealthy India; Spain assumed control of the Philippines; France held claim to large strips of coast and the near-by interior in Indo-China; the Dutch claimed the Spice Islands; and Portugal, after a long struggle with the French, English, and especially the Dutch, held a few harbors in India and elsewhere. And at various ports along the western, southern, and eastern coasts of Africa they established trading stations and later extended their control toward the interior. Thus was European influence carried to Asia and Africa. In the centuries since, this influence has spread all over Africa so that now that Dark Continent is, with the exceptions of Abyssinia and Liberia, entirely divided among the European nations; and in South Africa and at many other places European colonization has made large areas a "New" Europe. In the seventeenth and eighteenth centuries and since, millions of Europeans have poured out of this smallest of continents to the Americas. Here they, and their descendants,

have subdued, and in some parts entirely replaced, the native races, removed the forests from large areas, tilled the soil, built factories, exploited the resources and constructed roads, railroads, and canals. American civilization is European civilization but slightly modified to fit the particular environment in which the immigrants established themselves.

At the close of the Revolutionary War, the British went land hunting in the far corners of the earth and established themselves, in 1788, on the eastern coast of Australia and thus began the conquest of that large continent.

Since the beginning of the period of exploration, from time to time, the islands of the seas have come under European control. And in the modern period Asia, the "dead continent," has been revived thru European and American demands for commerce. As a result of the extension of European political power more than one-half the land of the globe and fully one-third the people outside of Europe are under the control of European nations. With the extension of European political control and European commerce went European civilization, its literature, music, science, and art. Of all the lands settled by Europeans, United States is about the only "Colony" that has made substantial contributions in these fields. India, China, and Japan have their own ideals, bizarre to us, of music, art and literature, but the remainder of the world is dependent mostly on European conceptions. Science is universal, and therefore is independent of national traits, but most of science had its beginnings in European laboratories and halls of learning. The laws of nearly the whole of the civilized world, that govern the affairs of men and nations had their development in Europe. The Christian religion, under whose tenets such wonderful progress in every field of human endeavor has been possible, received its greatest support in Europe and it has been thru European effort, combined with that of the United States, that the principles of Christian civilization have been made known to millions of people outside the lands colonized by Europeans.

Europe a Great Financial Center

In material progress and development the story is the same. New lands, in the exploitation of their resources, must look to old lands for capital. For the last three or four centuries, until the close of the World War, European capital has built railroads,

improved harbors, and provided the means for national and municipal improvements in every "new country" on the globe. And today nearly every country of the world is producing raw products or food for European factories and is using European made goods.

Why has Europe long maintained so important a place in the history of civilization? What is there in the environment of the continent that makes for such wonderful progress and for the virility and aggressiveness of its people? There are many reasons.

CONDITIONS FOR AGRICULTURE

First of all, the conditions for agriculture, the occupation basal to all civilization, are excellent. There is not a square mile of dry desert in Europe. So well is the continent situated and so well are the mountain barriers distributed, every section receives sufficient rain for forest growing, farming, or grazing.

That portion of Europe, north of the Mediterranean lands, is in the belt of the *Westerlies* all seasons of the year and receives its moisture from the Atlantic. Western Europe receives more than eastern. The low relief enables the winds to sweep inland great distances and carry their moisture, which on the plains land is precipitated in the low pressure areas that sweep eastward across the continent. Southeastern Europe, in the shadow of the Alps and Carpathians and far from the ocean, receives the least rainfall, a large area to the north of the Caspian Sea receiving ten inches or less per year. The plains of Hungary, rimmed about by mountain ranges, and southern Russia do not have enough rain to support trees, the vegetation type is grassland similar in most respects to the plant life of the Great Plains of North America. Much of this dry portion of Europe is suitable for agriculture and all is potential grazing land, even the driest portion north of the Caspian Sea being capable of supporting large herds.

Western Europe receives rain in all seasons of the year but more in the winter (typical oceanic climate); the Mediterranean lands are in the "winter rain and summer drought" region, the rain in winter being due to the southward shifting of the belt of the westerly winds. West facing slopes receive the heaviest rainfall. Central and eastern Europe have summer rain, these coming in the growing season and thus of particular advantage to agriculture.

There is only a small part of Europe too cold for the growing of crops. Such areas are found in the highlands of the Scandi-

navian peninsula, northern Russia, and in the upper portions of the Alps and Pyrenees. These areas are in the "Always Cold" or "Cold Winter and Cool Summer" belts of temperatures. In so far as climate influences, agriculture or grazing is carried on nearly everywhere in Europe south of about 62° north.

The areas unsuited for agriculture are steep slopes of mountains, areas left in forests, portions rendered infertile by excessive soil erosion following the removal of the forests, and areas, as in portions of Scotland, Norway, and Finland, where glaciation has resulted in thin soils. The best agricultural lands are the plains bordering the Atlantic, the North Sea, and the Baltic Sea and on eastward across Russia to the Ural Mountains. Much of this area has glacial soils deposited by the great ice sheet that covered northwestern Europe at the time that northern North America was being glaciated.*

Forest Resources and Their Utilization

Europe once had vast resources in the forests. But wherever the land was needed for agriculture, necessity demanded that they be removed. Some sections have been "cleared" for hundreds of years and the former presence of forests can be inferred only from their place names and references in old literature. In most of the older settled portions so many foreign plants have been introduced that it is difficult to determine what plants are indigenous.

Europe in the past has gained much from its forest resources. They furnished timber for ships for several centuries and many wooden ships are still being built. But for the forests Europe would never have become the world's great commercial center. In the early centuries most of the houses probably were built of wood. Now in most places stone, brick, and cement are used as

* The suitability of Europe for agriculture is shown in the fact that altho next to the smallest of the continents, it is the leading one in the production of many temperate zone products. Before the World War (There are no reliable data from Russia at present, 1924. The production at present will fall short of the figures given here.) more than 90 per cent of the white potatoes of the world were grown there, 90 per cent of the sugar beets, 96 per cent of the rye, more than 60 per cent of the oats, more than 60 per cent of the barley, and more than 50 per cent of the wheat. Nearly a third of the cattle of the world are in Europe and a similar proportion of the horses and swine. The great importance of the livestock industry in Europe is shown in the large number of breeds of horses, cattle, sheep, and swine that have been developed there. In fact most of the pure bred animals found in North America, South America, Australia, South Africa and parts of Asia—about the only sections of the world possessing pure bred stock—trace their pedigrees back to animals on European farms.

structural materials. Norway and Sweden, much of Russia and parts of Switzerland and the Austrian Alps still use much wood for buildings. Lumbering and saw milling are active industries at present in parts of Norway, Sweden, Russia and in the Carpathian, Alps, and Pyrenees Mountains. In the early history of the iron industry in Europe, before coke making became known, charcoal was used as a fuel to get the intense heat necessary to separate the iron from its oxygen and impurities. Charcoal iron is still made in Sweden and eastern Russia. Wood carving has long furnished employment to the poor farmers and herders during the long cold "off-season," enabling them to supplement and increase their meager earnings. The abundance of wood in the past and its adaptation to so many demands has undoubtedly contributed much to the development of inventive genius which characterizes many European people. The very lack of forests in some sections forced many to turn to other materials. The Romans in the region of summer drought and poor commercial timbers learned to use cement. To Europe today the civilized world turns for the best in conservation methods. Forestry has long been practiced in Europe. Indeed the science of forestry is almost entirely European. United States, about the only nation outside of Europe which gives forestry much consideration, looks to Europe for information and guidance. The forests, then, have not only been and are still important resources of Europe, but they have been an educative resource.

The Mineral Resources and Their Utilization

Nearly every type of rock in the geologic column of the world is found in Europe and each type is widely distributed. Southern Europe and the British Isles on the geologic map form a "crazy quilt" of many hues and of almost infinite number of "pieces." Indeed in the British Isles alone the rocks of every geologic period occur. It is only in the vast plains of Russia that the rock of the same age are found over large areas. Here there is a monotony of bed rock, monotony of structure, monotony of surface features, monotony of soils, monotony of economic conditions, and, also, a monotony of human life in all its phases.

The complexity of rock structure and distribution is the reason for the wide variety of minerals and the wide distribution of each. The metallic minerals are found chiefly in the crystalline rocks

Europe has never had great deposits of gold, silver, and diamonds, altho these occur at places but always in such minute quantities that man is forced to work hard to obtain them. Platinum, the most valuable of minerals, is found in the Urals; lead, zinc, and iron ores along with some copper form the bulk of the metal deposits. These have been worked for centuries. Coal fields are widely distributed and in most parts occur near deposits of iron ore and other useful metals. The resources of iron ore and coal are far below those of the United States but being in a region densely populated have been much exploited. Coal and these metals form the basis of the wonderful industrial development of western Europe and made possible the dense population of Britain, Netherlands, Belgium, France, Germany, Bohemia, Austria, and Poland.

THE CONDITIONS FOR MANUFACTURING

In the immense resources, agricultural, forest, and mineral, Europe has all the essentials for complete economic development and attainment to a high cultural order. Tho Central Asia has a civilization older than that of Europe it has never passed beyond the pastoral stage in its cultural development, undoubtedly because it lacks sufficient rainfall for its people to pass into the agricultural stage. Such also are the conditions of southern Russia, a large part of which will always remain a grazing land. The Mediterranean lands have few manufactures, even tho much older in historic development than northern Europe, for they lack coal and possess little iron ore. The lack of these "twins" of modern industry is the chief reason for the poverty of the people. These lands are overpopulated, manufactures have little developed, hence immigration is active.

The North Sea-Baltic countries and adjacent lands form the real center of modern Europe, here is found every essential for progress. The mineral resources have formed the essential basis for the advance from agriculture to manufacturing.

THE ACTIVITY OF EUROPE IN COMMERCE

Geographic conditions favor the commercial development of many of the nations. Norway and Netherlands are great ocean carrying nations, for the meagerness of agricultural opportunities at home, their admirable position near the great manufacturing centers and world traffic routes, and the training their extensive fisheries gave to many thousands of their hardy citizens fit them to carry the commerce of peoples not possessed of such advantages.

Britain possesses similar advantages and, moreover, has manufactures and a vast manufacturing population. Denmark, Sweden, Germany, and France tho less active in overseas commerce do a large carrying trade in both their own and other nations' commodities.

No other continent possesses such advantages for ocean transportation, for its whole coast is a succession of bays, gulfs, and seas. Of all the continents it has the greatest coast line per 1000 square miles of area and this long coast line can be used during most of the year. The White Sea Coast and the coast to the east are frozen several months, but from Katharine Harbor on the Murman coast at the base of Kola Peninsula, around to Constantinople all the harbors are open every day in the year. And some of the best harbors in the world are found in Europe. What nature has neglected to provide man has supplied.

As a result of the complex mountain structure of Europe many of the seas and gulfs of Europe extend back into the heart of the continent and where the sea ends drowned rivers with deep water often continue scores of miles farther inland. Nature makes Odessa and Petrograd as much on the shores of the ocean as Brest and Lisbon. London, Hamburg, Bremen, Rotterdam, Amsterdam, and other ports on estuaries are the most active on the continent. No other continent has so many peninsulas, in fact the continent itself is but a peninsula of Asia. Between the peninsulas are land locked seas and bays that served as practice grounds for the early mariners. The numerous islands off shore contributed much toward the development of nautical experience for they served as stepping stones tempting man out to the sea or afforded a protected water route. Greeks, Romans, Norsemen, and Norwegians, Portuguese and English have won undying fame as the greatest mariners of all history.

While the lands with their agricultural, forest, and mineral resources furnished the material basis for the wonderful progress man has made in Europe, it is the coastal seas and gulfs connecting with the great ocean that has enabled European people, European influence, and European commerce to be carried all over the world. Without the nurseries for seamen furnished by the seas and gulfs, Europe would not hold the position it does in maritime history, its people would not be the explorers and colonizers they are, its manufactures could never have reached such a high state of development, and its people could never be as numerous.

INLAND TRANSPORTATION FAVORED

Commerce on the gulfs and seas of Europe does not end at the head of salt water navigation. Rivers with low gradients extend hundreds of miles inland giving nearly every section of the continent water navigation to the seaboard. Many of the rivers had rapids, shallow sections, and bars, yet to meet the great demand for water transportation vast lengths have been canalized and many river basins have been connected by canals. No other continent makes as much use of its inland waterways as does Europe. The upper portions of the rivers, too shallow and swift for boats, furnish waterpower. Many of the rivers flowing from the Alps have hydro-electric power plants, furnishing electricity for factories and chemical works. Such power developments are especially numerous in central Europe and Norway and Sweden. Here the melting glaciers of the mountains tend to give to the streams a uniform flow, and the heavy rainfall is fairly uniform thruout the year. Russia, with its droughts, light rainfall, and flat land, and much of the Mediterranean lands with their summer droughts, have little water power possibilities.

REASONS FOR THE DENSE POPULATION

Nature has bestowed her gifts bountifully on Europe, furnishing, as just shown, the material basis for a complete cultural development. As a result of the richness of the environment the land is capable of supporting a dense population, much denser than that of any other continent. Europe has an average density of 125 to the square mile, Asia 48, North America but 19. Altho the population is fairly well distributed there are areas where the population density is great, more than 500 to the square mile.

The best parts of Europe have for the last three or four centuries been densely populated, so densely that at times many farseeing men have predicted that starvation for many was not many decades ahead, yet the people have continually increased in numbers and tho much more numerous today than a hundred years ago are still finding sufficient food.

England in the latter part of the eighteenth century was "saturated" with people, yet today its population is fully four times as large and still as prosperous as a century ago. England and Wales in 1811 had a population of 10,000,000, in 1911 the figures were 36,000,000. Italy since 1816 doubled its population, the

growth being from 18,400,000 to 36,500,000 and this in spite of the active emigration and slight industrial development. Many other countries, as Belgium, Germany, Sweden, and Austria show similar increases. The growth in manufacturing and foreign commerce and intensification of tillage of the land are the chief reasons for the continent being able to support an ever increasing number of people.

EFFECTS OF THE EXPANSION OF INDUSTRIES

By such expansion of opportunities Europe's industrial life has been kept young and active and remarkably free from the stagnation and extreme poverty that mark the old civilizations of India, China, and Egypt. Yet the great density has forced the people to till their land intensively, utilize and conserve all the resources, whether of soil, forest, or mine, and live frugally.

The small size of the continent giving little opportunity for areal expansion, and the fecundity of the people have resulted in a continuous pressure of population on the sustaining power of the land. This condition has forced the western countries of Europe into a rapid industrial development and has also helped to make Europe the greatest of colonizing continents, as previously stated. But for the millions of colonists who have gone to the Americas, Africa, and Australia, the living conditions in Europe would be far worse than they are.

RACE VERSUS ENVIRONMENT IN EUROPE

Is it race or environment that makes Europe the leading continent? Or has environment stimulated man to exert himself to the utmost? These are questions worth considering.

In Europe all ethnic stocks probably came from Asia. Yet European civilization is entirely unlike that of the old home land. It is only the Slav that shows Asiatic influence; because of Russia's position it could hardly be otherwise. The European environment not only changed the economic and social life of the invaders, but thru the course of thousands of years influenced the color of the skin and eyes. Head form alone persists. It is environment and not race that has enabled the people of Europe to "inherit the earth." The best authorities agree that nowhere on the earth, except it be in northeastern United States, are climatic conditions as suited to make a strong, virile, progressive, and aggressive people as in western Europe.

THE TEACHING OF FRANCE

MADELINE F. GOODALE

Mary Hemenway Junior High School, Dorchester, Mass.

In my five eighth grade geography classes, comprising approximately 200 pupils, the problem is always arising in my mind, "Am I giving these pupils knowledge which will be power to them now and when school days are over?" The business man, to sell his product, must advertise and as the saying goes, "put it over." My professional problem is just as vital. To my mind our study of France was of immense value. Eighth grade pupils are old enough to study real facts and principles, and are mature enough to study and ponder over facts which have been in the minds of Wilson, Clemenceau and Lloyd George. But the child himself must participate actively—not the teacher. Therefore, I began at once to stir up interest in the subject of this great country, realizing that an interested pupil can perform wonders; an uninterested, nothing.

Introduction of Class to France

We began by taking account of our stock of knowledge, by finding out what we already knew from previous study in earlier grades, by our reading and by other means. We then discussed questions we should like to know more about. Should we study France? Why? What has France ever done for us? What contributions to the world has France made in industry, commerce, art, science, etc.? What has France that is of value? What industrial and commercial resources, capital, labor? What relation does it bear to other world powers? What effect did the war have on France? Countless questions arose, and we had a volume of material to work on. The class soon realized how much and yet how little they knew of France; of its industrial and commercial development as a world power; of its relation to the United States and to other world powers; of the character of the people; of living conditions; and problems facing the French people.

Class Conferences Based on Conferences at Paris, and Washington

A number of capable pupils were greatly interested in the European situation as it affected the commercial and industrial interests of France.

"My brother, while with the A. E. F. in France, met and married a French girl. Both are closely following the doings of France," said one.

"My brother died on French soil. I hope he did not give his life for naught What good did the lives of our boys do if France is still at odds with the allies?" said another.

We decided to look closely into the matter. The class decided to take the form of a conference similar to the Peace Conference or to Conferences held at Washington. One pupil became the presiding officer and took care of details. Different pupils took the names of the leading men of America and Europe and soon found that to be a good diplomat or statesman they had best be well informed. Valuable statesman-like conferences took place, in which the pupils were thus led by their own desires to study the geographical effect of the war on France. We studied the history of the situation only in so far as it had a bearing on, and helped to explain, the industrial and commercial and economic side of the question at hand, stressing the France of 1914 and how France must work to get back to, and then ahead of, pre-war conditions.

Whenever the question of plebiscite areas arose, the class voted as was done in France. Slips of paper were given out by the presiding officer, members voted and votes were counted. For instance, in the question of Luxembourg, we studied, and, after a little research work on the part of our "statesman," found out:

1. Luxembourg was taken from Belgium in 1839.
2. Its small population (260,000) and area (1,000 sq. mi.) do not permit it to stand alone economically or politically.
3. It would be a valuable acquisition to a nearby nation as it has valuable iron mines and blast furnaces.

The question put before the Conference by one member became,

"Shall we vote to
1. Return it to Belgium.
2. Return it to German control.
3. Give it to French control?"

At our conference, the "statesmen" decided by vote to return Luxembourg to Belgium. The question was looked up and we were all interested in the real disposition of this principality—by plebiscite in 1919 it voted to enter the French Customs Union, becoming virtually French.

In the same manner of voting, we took up the occupation of the Ruhr, the Sarre Basin question, and other matters of importance and of interest.

Problem and Project Work

At once problems arose to be settled by debate, argumentation, class projects and other methods. Here we found that a socialized form of recitation cleared up many difficulties. The presiding officer assigned a problem to each member of the class. Each member studied his problem, using the school and public library, our collection of material brought in by teacher and pupils, news clippings, current magazines, pictures, and all available material. Many parents became interested and made valuable contributions. Any member of the class had the right at any time to question the author or validity of any statement made by any of our "statesmen." The pupils thus became expert in judging the value of newspaper and magazine articles and chose articles such as the following:

F. H. Simonds, The Anglo-French Deadlock, *Rev. of Rev.*, Sept., 1923; Gerhart Hauptmann, Why Germany's Idealism Is Undimmed; General Malterre, Why France Coerces Germany, *Current History*, Oct., 1923.

The pupils chose from these and similar articles parts which were easily comprehensible to all members of the class and of vital bearing on the problem being studied. Any pupil had the privilege of adding information bearing on the problem. Some of the problems discussed and answered were:

1. Did France or Germany lose the war?
2. What reparations should be made by Germany to France so that France may be the resourceful nation it was in 1914?
3. Why did Germany seize Alsace-Lorraine in 1870?
4. What effect will the return of these provinces have on the industrial progress of France?
5. Has Great Britain been in sympathy with the French program?
6. How does Great Britain's attitude affect the commerce of France?

Special Individual Topic Work

The question of home work and outside assignment work is one which every junior high school teacher must meet. An interesting piece of outside work was done by my classes in "Special Topic Work." Each pupil chose a topic which he or she desired to study or could choose one from my list of interesting topics. The assignment covered a period of from one to two weeks so that all might have time to go to the public library or to search in other places for information. Each pupil was given a certain amount of class time to present the salient features of his topic, and could

use this time to read, to show material on the subject, to illustrate his topic and to make it vital to each member of the class so that all learned from each recitation. I set a minimum time allotment for this outside work, but found very few pupils who did not spend many extra hours on their topics simply because they enjoyed the work. Many pupils used their initiative in writing their topics in book form, illustrating the book with pictures, grafs, statistics, pasting on papers products of the region, drawing illustrative maps of cities involved, of railroad, canal, and steamship lines, drawing pictures of ships going to France, carrying imports in the hold, and leaving France with exports, etc. Two of my five classes study French and gave to their special work a distinctiveness by including bits of the French language in song and in poetry in their paper. Many pupils cut pictures from the advertisements in magazines which showed the products of French skill and industry and beneath the picture wrote the name of the product in English and in French. As a pupil spoke on his topic, he illustrated with articles from France. These he left in the class room for other classes to enjoy, so that in all we had a veritable French exhibit including French china from Limoges and Sevres, French silk from Lyon, a label from a bottle which contained French wine, souvenirs brought home by relatives and friends who served in the war in France, souvenirs brought here by friends who toured France, peasant dolls, French newspapers including *L'Echo, Le Journal, Le Matin,* pictures from France, jewelry, francs, centimes, and other French moneys, a French flag, and countless other articles of interest. A father of one of the pupils sent the class a very large picture obtained from the Cie. Gle, Transatlantique, French line, showing a sectional view of the new liner "Paris." The pupil at the same time brought in newspaper clippings giving the dates of sailing of this ship.

Other pupils used their ingenuity in making their special topics ones to be remembered always by the class by illustrating them with plastisine maps, product maps, and with tourist maps obtained from steamship and railway lines located in Boston. From the public library, from the pupils and from my own collection were obtained excellent pictures available to any child desiring them for his topic and then placed around our class room. How could we help but love France when we lived in this French atmosphere for the five weeks alotted us by the course of study? Other pupils

under my supervision used our motion picture machine to illustrate their topics. In fact, we had as many industrious and novel methods of presentation as we had pupils, so that the life of myself as teacher was as happy as that of the pupils.

Some of the topics selected were as follows:

1. The Silk Industry of France
2. Cities and Commerce
3. France and the Wine Industry
4. Physical Features of France and the Part They Play in its Industries
5. Alsace-Lorraine, its iron ore, oil, and potash
6. The Return of Alsace-Lorraine to France and What It Means
7. My Trip to France (Imaginary)
8. The Rivers of France and How the People Respond to Them
9. France and its Relation to its Colonies
10. Changes in France due to the World War
11. Paris
12. Le Louvre, La Madeleine, and other Buildings of France
13. France's Future and Problems Facing It
14. The Relation of the German Coal to French Ore

At the end of the time alloted to our study of France—five weeks—I found that we had well covered our course of study and had supplemented it with valuable information. A monotonous drill lesson on facts to be acquired was unnecessary. The pupil knew the required essentials of facts and principles because of associations made in his mind which formed lasting impressions.

Appreciation Lesson

We took our final review lesson in the form of a lesson of appreciation, by enjoying our vast amount of material, using our exhibit, and by correlating with the work done in other classes, as the French class, the science class, etc. We found it of especial interest to sing songs in French learned in the French class as La Marseillaise, Frere Jacque, Le Pont d'Avignon, and songs of the World War as Madelon.

Yet our study did not end with five weeks work. We study world powers and the relations of these powers with each other, and so we must always remember that it is most essential to keep all in mind even when putting intensive study on one. Even tho we are studying another country now, we are following with interest the Dawes Report and current affairs affecting France and thus affecting all of us who live not alone, but by our interdependence one on another.

THE HOUSE AND GEOGRAPHY

FRANCES S. HAY

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"If geography is far from explaining everything in the house, at least the human habitation cannot be completely understood without an appeal to geography." In these words Brunhes sums up the fact that most dwellings are to a greater or lesser degree influenced by their geographical environment. In early times and among primitive people of the present time this relationship is absolute. Materials always, form and site usually, are determined by natural conditions. As people become highly civilized, as better communications are established with others, and people are not entirely held down by stern necessity, the house ceases to reflect the environment to so great an extent. The result is that there is more or less sameness of material and architectural design in houses of very different geographical location, and in extreme cases houses copied from models admired in other lands become monstrosities because they are utterly out of harmony with their new environment. Is it not this instinctive feeling of the subtle bond between man and that part of the earth upon which he lives which causes us to admire what we term the characteristic dwellings of Holland, of England, of Switzerland, without wishing to reproduce those dwellings in our own surroundings?

As houses in cities reflect foreign influences to a greater extent than do rural houses, it is better worth our while to study the latter. Nevertheless, most city houses are not entirely free from geographical influences. Likewise we will pay more attention to the earlier built houses of any community, as those houses remodeled or replaced and those later built are likely to be less characteristic of the surroundings.

THE MATERIALS

In no respect is the control which environment exercises over the house more strongly shown than in the materials of which it is built. Brunhes has strikingly shown how in the tundras of Russia the house is of sod; in the forests, of logs; in the mountains, of rock; how in the delta lands of Egypt we find the mud house; along the upper Nile the stone house or the cave; and in the Fayum, a region of better economic conditions, the mud house

again, but elaborate in structure and design. In all parts of the world we see this same relationship. The Eskimo builds his winter home of blocks of snow; his summer dwellings of skins of walrus or seal stretched over the long bones of walrus or whale. These are materials with which his environment provides him. The nomadic peoples of arid central Asia use tents of felt or woven rugs, made from the wool of their flocks. Not only are other materials lacking, but their surroundings make a wandering life imperative, and their dwellings must be such as can be easily

Courtesy of Geographical Review, published by American Geographical Society, New York

FIG. 1. A simple form of palm-leaf hut used as a temporary shelter in Matto Grasso.

packed and moved. Many North American Indian tribes, too, used tents of blankets or skins rather than more substantial materials, so that they could move from place to place.

In countries of luxuriant vegetation such as the Congo basin, the South Sea Islands, Madagascar, Hawaii, the Amazon valley, and the Philippines, the natives depend upon leaves and grass for their building materials. The most primitive house consists of low branches drawn together and tied into a tent-like shelter. Other dwellings, less crude, have a framework of bamboo or saplings, about which leaves or grass are tied or woven. The natives

of Burma have regular basketwork houses, and scattered thru Brazil are specimens of houses made of brush woven into a rude wattle work, and thatched with grasses. Near the mouth of the Amazon the rude huts have walls of matting, woven, doubtless from native grasses.

In some parts of the world, as on the steppes of Russia, the pampas of Brazil, and even yet here and there on the treeless plains of this country, the houses are built of blocks of sod. No other material is available, and a sod house offers protection from

Courtesy of Geographical Review, published by American Geographical Society, New York

FIG. 2. Shows clearly the method of framing the mud house. Four uprights at the corners and two to support the ridgepole are the heaviest items in the construction. Aracanguá, in western Sao Paulo.

storms and enemies, and from the cold of winter and the heat of summer. Mud, too, is and has been from earliest times, a favorite building material in many parts of the world. Not only is it the most common building material used in lower Egypt, as Brunhes has shown, but most of the rural houses of Brazil are of mud. In large sections of Brazil there are forests, and abundance of stone is at hand, but there are only a few modern saw mills in Brazil, lumber is expensive, stone is harder to handle than mud, and so mud is used. A framework is made of saplings, withes are woven horizontally between the uprights, and mud is plastered over the withes. If crudely made, such a house is thoroly unsanitary and

the abiding place of the death-dealing barbeiro; but if the walls are smoothed while wet, giving them a hard surface, or if they are faced with tiles, and if a floor is built of wood, and the entire structure white-washed, these mud dwellings may be made entirely sanitary and even not unattractive.

In China and in India likewise, in those sections where wood and stone are scarce, tremendous numbers of the people live in huts made of mud. The mud may be applied to bamboo cross

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FIG. 3. The mud village, showing how the mud houses are strung end to end on either side of the village street. On the Rio Sao Francisco, at Bom Jesus de Lapa, Bahia.

strips fastened to a wooden frame, or it may be molded into bricks and dried in the sun. In both countries some of the better houses are built of burnt brick. In Brazil this is true too of the German colonists. Their houses are far more substantial and attractive than the mud houses of the natives, not because they draw upon another environment for their materials, but because intelligence and industry are applied to the use of the materials which are at hand.

The wood house is found, not only in the forested section of Russia, but in and near the forests thruout the temperate zones. The walls may be of logs, rough or squared, of slabs or of boards,

but where wood is available it is used. There are two objections to its use: it is subject to decay, and it is inflammable. Hence in cities, even in forested sections, fire laws finally put a stop to the erection of wooden buildings, and people who can afford the first expense incidental to the erection of a stone or brick house are likely to prefer the more permanent structure.

When we speak of stone dwellings we are likely not to think of the thousands of people the world over who are living in houses excavated in cliffs. Where people were poor such a dwelling provides a shelter which is safe, dry, and protected from extremes of both heat and cold. It is for this reason that 200,000 people of Italy occupy such caves. Thousands in France, in Spain, and along the Upper Nile are similarly sheltered. In China the great loess cliffs are honeycombed with dwellings. In the southwestern part of our own country an ancient tribe of Indians dwelt in similar fashion along the vertical canyon walls, choosing such a place for their home so that they might have protection from hostile tribes. The Matmalas of southern Tunis, on the other hand, dig rectangular holes twenty to thirty feet deep in level spots on the mountain side, and from these central courts excavate chambers at different levels, in which they live. As access is to be had only by ladders and by a sloping tunnel they are safe from the Bedouins, their hereditary enemies. Besides they have warm, sheltered, and inexpensive homes.

But all stone houses do not have ready-furnished walls, and so we find many parts of the world in which people construct their walls of the stone near at hand. Brunhes tells us of the stone houses of Switzerland built above the timber line. Nash, in his Houses of Rural Brazil, describes the houses of Diamanta "on a high range of mountains which is almost bare of building timber."

They are built of stone taken from the immediate neighborhood. At Penedo he found the houses "built of the fine-grained, yellowish-colored sandstone on which the town stands." Alice Foster tells us that about one-tenth of the houses of Barbados are built of local limestone which is soft enough to saw into blocks, but which hardens on exposure to the air, and, when plastered over, makes a dry dwelling. The Syrians likewise in many instances have used blocks of limestone, no other material except mud being available. Above the timber line in the Atlas, the Himalaya, the Alps, the Caucasus, and the Andes mountains we are told that stone is the universal building material. What the walls look like in

any region depends on the kind of stone at hand. If the slabs are thin they are piled up and usually chinked with mud; if the stone is massive it is cut or sawn into blocks; if it is rubble it is perhaps bound with a crude mortar, as in Tibet. I myself have seen houses on ranches near Boise, Idaho, built of lava rock gathered from the desert, now under irrigation; and we are all more or less familiar with the Princeton University buildings made of slabs of local

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FIG. 4. A monastery built of earth tramped into a form. This is the limit of earth houses in the directions both of size and durability. Such structures have lasted over two centuries.

stone, and the Cornell buildings, some of them built of shaly-sandstone quarried on the campus.

In all the preceding discussion of material used for houses, paper has not been mentioned, but paper combined with bamboo is one of the important building materials of Japan. The side walls consist of panels of paper, mounted on bamboo frames, the entire house having a framework of bamboo. Japan is a country of abundant rainfall, and bamboo grows very rapidly and to a large size. It is light and very easily handled, and, combined with paper, makes a somewhat flexible house, better able to withstand earth tremors than a house of stone or of wood and plaster whose walls are rigid. Moreover, if it should fall, and they frequently do, the

loss would be slight because they are inexpensive and the danger to the occupants would be less than it otherwise would be. The only part of the house which could hurt one would be the tile roof with which many of the Japanese houses are provided, and a heavy roof is necessary to keep the house from blowing away during the frequent typhoons—another geographic response.

What has been said about the influence of environment on the materials of side walls applies equally well to the roofs. Thatch, to be found over most of the world either in the form of grass, leaves, or boughs, is a common roofing material. Mud, almost

Courtesy of Geographical Review, published by American Geographical Society, New York

FIG. 5. The house of wattle has the advantage over the one of mud in that a space must be left between two houses of the former. Ceará, Brazil.

a universal product, is frequently used as a plaster combined with thatch or poles. It is also used in the form of sun dried brick or tile. Slabs of stone are used when convenient, and in forested regions we see slabs of bark or of wood. In Manila we are told that corrugated iron is replacing tiles as a roofing material as a concession to the earthquakes—surely a geographical response.

As for windows, many primitive people have none, or, if they have, they are openings to be covered with shutters when the weather is cold or stormy. It is, however, interesting to note how in a few instances ingenious peoples have drawn upon their environment for translucent materials for their window openings. We are all familiar with the oiled paper of early pioneer days, but perhaps not so familiar with the "perforated wood filled with sheets of talc or asses' skin" used by the early Scandinavians, or the pieces of thin shell tied into the spaces of bamboo lattice windows in China, and in Manila even at the present time. Even the Pueblo Indians used slabs of translucent stone in their window openings.

THE FORM

We are all familiar with evidences that the environment to some extent modifies the form of the house. We contrast the Southern plantation house with its widespreading verandas with the more compact New England farm house, with less spacious piazzas, and with barn, wood shed, and all out buildings connected so that they form a group easy of access in stormy weather. There was much the same difference between the houses of ancient Greece and Rome and those of the countries north of them. The Greek and Roman houses were arranged with a central court open to the sky, and this was the channel thru which light and air reached the rest of the house. This court was used for all purposes but sleeping, and gave the occupants privacy and quiet in their outdoor life. In northern Europe the climate made outdoor life less desirable. The houses were made more compact, the court was eliminated, and light and air were admitted thru openings in the outer walls.

We recognize, too, the necessity of steep roofs in countries like Scandinavia and Switzerland so that the heavy snow may slide to the ground without damaging the house. In some parts of Switzerland, on the contrary, where the snowfall is not so heavy, more gently sloping roofs are built so that the snow may lie on the roof and help keep the dwelling warm. In northern Africa and in other warm, rather rainless regions, the roofs are flat so that they may be used, either for storing grain, or by the women of the household, who are not allowed about the streets, or as sleeping places for the family. We are told that the early north European houses had high roofs with lofty gables so that the smoke would not blind the occupants of the hall, there being no chimneys to carry off the smoke.

W. M. Davis, describing the construction of the abandoned houses of the vanishing Hallings tells of the unusual precautions taken against stormy winds and flood tides. The thick walls and heavy shutters and the construction of the outer doors testify that these dwellings are the product of their environment. The same may be said of the houses in equatorial regions which are perched on poles because of the dampness of the ground, and of the Swiss houses, built on a high foundation so that animals may be stabled below and furnish heat to the human beings living above.

THE SITE

Brunhes calls our attention to the influence that geographic conditions have on determining the location of dwellings. He has

observed how the houses on the Swiss plateau are turned so as to get the greatest benefit from the sun. He has noticed too that side of a valley is more popular which has the greater amount of sunshine during the day. Houses too are located so as to get the benefit of bodies of water, either because of the modifying effect of the water upon the air, or because of the view, or the desire to use the water for travel or for fishing. In mountain regions they are frequently located in such a way as to obtain shelter from avalanches or from storms. It is rather striking to notice how the Norwegian immigrant settling on a Wisconsin farm, builds in as deep a hollow as he can find, as is the way with his friends back home, so as to get shelter from the wintry winds. All these and many other geographic conditions are at work helping to determine just where a particular house shall stand and how it shall face. I shall close, however, with Roy Nash's closing sentences:

"Why set my house in the middle of a garden when I can build so near my friend Joao, that I can counsel with him about cattle and crops without getting out of my hammock?

"Why set my house back from the street where *tropas* pass with their tinkling bells, and the chant of the *vaqueiro* precedes the rumble of hoofs of the *boiada?*

"God knows there is enough of silence and loneliness in the *sertao!*"

What was the location of this house in an ugly, mean village, but a human response to the geographical environment—the loneliness of the pampas and the forests?

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A GEOGRAPHY FESTIVAL

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THE PLAN

Last fall in planning for the geography work of the year we decided upon a sort of "glorified" project. We wanted this project not only to motivate the work for the children but to show their mothers and fathers that we were trying to make geography a living thing and not something cut and dried. When we learned that an American Education Week was to be observed, we decided to use the project as a celebration for that event.

Our plan was that each room should choose a country and portray its life, products, and scenery in an attractive way. I cannot say that our plans were very definite at first; we didn't want them to be; we wanted as much to come from the children as possible. The idea with which we started was that on an appointed day each room was to represent as nearly as possible the country it had chosen. In order that our project should sound different from any exhibit we had ever had, we decided to call it a "Geography Festival."

We started the afternoon with a short program in which we represented practically all the countries that were taking part. This was done by poems, songs, and folk dances. Italy gave a scene from the "Story of the Painting of the Lord's Supper." The climax of the program was a South American playlet taken from E. E. Smith's "Teaching Geography by Problems."

The outstanding figures in the representation of the different countries are noted here. In order to meet the expenses of the festival and also to help create interest, we sold in each room some product which was representative of the country.

THIRD AND FOURTH GRADE PROJECTS

The third grade does not study geography, but developed from their reading of the "Dutch Twins" a Holland room. They had a very complete dairy farm by the side of the canal built in their sand table. The boys built wind mills out of their erector sets and other materials, and the girls brought their Dutch dolls. They sold ice cream made from Holland milk.

Four B was the home of the Eskimos. In one end of their room the children built igloos out of plaster board and covered them with cotton. Cotton icicles hung from the windows, and polar bears climbed over the blackboards. They had a dog sled, real Eskimos, and hundreds of "Eskimo Pies."

In Four A there was a real desert and a tent with some Arabs reposing in the sand. The children stuffed dates which they sold as their desert product. Caravans were worked out in paper on the windows and blackboards. These cut-outs were made mostly of black paper silhouetted against the window pane. In some cases a square of oiled paper was used. A frame of paper was made for a picture and the silhouettes were pasted on the window pane.

FIFTH GRADE PROJECT

Beginning with Five B our geography is less general and not only deals with the life and customs but goes more into detail about the products of the different countries. From here on, we tried to have the children find real products, or something that would represent the real product. We were continually surprised at the things that were unearthed. It seems as tho some parent or relative had been in every corner of the globe and had brought back some interesting souvenir. The material loaned by parents and friends was amazing.

Five B had the Southern States with their cotton, tobacco, rice, and many other products on display. The children here, as in all the higher grades, made posters and labels for the products. Peanut venders did a thriving business.

The children of Five A studied a "Stoddard Lecture" most diligently. From pictures and descriptions they made a Chinese restaurant where they sold tea and a confection called "Chinese Chews." In another part of the room reposed a pompous Chinaman in a sedan chair about to be lifted and carried away by attendant coolies.

WORK OF SIXTH GRADE

The Western States in Six B were represented by a lumber camp, cowboys, and Indians. They had an unusually large room which was hard to decorate. Here, as in many cases, we appealed to the art supervisor. She advised every child to make a poster. Each child chose a product or an industry and found pictures to illustrate it. One little girl chose sheep ranching. She found a

picture of a flock of sheep, then followed the industry by using bits of wool, yarn, and cloth thru its different stages. This class had booklets on display showing the life and customs of the Western States.

Six A built an Hawaiian hut. At first the teacher was somewhat at a loss to know of what material to build the hut, but a few days later a child who lives near a little stream knew what to build it of—the rushes from the cat-o'-nine tail, of course. In another part of the room a volcano belched forth smoke. Girls with leis about their necks, and flowers in their hair sold candy made from Hawaiian sugar. The Junior Red Cross headquarters helped us with exhibits from this room and for Eight B.

SEVENTH GRADE

Seven B was South America. They had a wonderful jungle of palms, ferns, and vines. Among the trees bloomed orchids made by the girls from tissue paper. There was even a monkey peeping from among the trees. In another part of the room there was an Inca Indian hut and a nitrate bed. This bed was one of the most interesting things of the whole exhibit. The boy who worked it out made little cardboard men who were placing dynamite for blasting and digging the nitrate from the earth. They had samples of quinine, vanilla, cocoa, iodine, and dozens of other South American products. They emphasized Brazil's immense coffee trade by selling steaming hot coffee and sandwiches. Booklets telling all about the rubber trade were on display, and paper cut-outs on the windows pictured the different stages of the rubber industry. Ranchmen from Argentina and Inca Indians conducted tourists around the room.

Seven A had movable desks in their room, so it was easy to put the desks in the basement and convert the room into a Japanese tea garden. The boys brought branches from the woods, and the girls cut and sewed pink cherry blossoms. Girls in costume served tea, and the boys showed visitors about the room. Of course, Fujiyama was not forgotten. One of the boys made a mountain of card board. The children had made Asiatic Travelogues which they had on display.

EIGHTH GRADE SHARE IN EXHIBITION

The project for Eight B was developed as much from the artistic point of view as from geography. Here we had an art gallery.

The pictures were collected from the schools or borrowed from homes and were copies of pictures in Italian art galleries, or scenes from Naples and Rome. Cut-outs on the windows represented St. Peters and Venice. Boys, dressed as artists, explained the art galleries, and girls, in costume, sold grape juice and spaghetti. We have a great many Italian children in school, and they brought wonderful displays of Italian laces and embroideries. As I have said, we had an exhibit from the Junior Red Cross for this room.

The refugees of poor down trodden Armenia found a home in Eight A. The American Red Cross took care of the sick and wounded. The "terrible Turk" was also present. The brother of a missionary loaned us a display of Armenian hand draperies and embroideries.

SOME OUTSTANDING FEATURES

The most wonderful part of the project was the response we received from the children and their parents. We think we have a rather good library for a small city, but our librarian found it quite inadequate for the needs of the children. She said she had never had so many requests for reference books. A number of the parents said their children had talked of nothing for weeks but South America or whatever their country might be.

We wanted the parents to come, of course, but we were not prepared for the crowd that came. I think almost every mother was present in the afternoon, and those who were not there in the afternoon came with their husbands in the evening.

Then, too, the project gave to some backward children, who had never been very good in their school work, something that they could do very well. For instance in the "Land of Japan," a Seven A boy built a beautiful tea table about which on the day of the exhibit Japanese maidens sat drinking tea. He was one of the most dependable children that the teacher had. He is sixteen and says that this is the first year he has enjoyed school.

In every way we tried to develop the project from suggestions of the children whom we found most dependable. Many of the guests commented upon the fact that the children seemed to know all about the work and that they wanted to explain it all to those who came.

We feel that our Geography Festival was a great success from every standpoint. For weeks afterward the children in their play imitated the people of the different countries and talked of their

strange ways. They spent hours at home making cut-out work to represent the different industries.

The interest created in geography was carried over into the other subjects as was shown by comparing this year's record with the record of other years. A vast amount of subject matter was learned in geography, music, history, art, and literature. The initiative displayed by the children and the spirit of cooperation shown by pupils, teachers, school officials, and parents made the project one of the big features of the year.

AN AVENUE OF APPROACH TO THE STUDY OF SOUTH AMERICA

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CREATING THE SITUATION

My plan for the study of South America embraced a South American Exposition. But my problem was to create a situation which would result in the entire class purposing to give one. While I was trying to work this out, the stage was set for me most unexpectedly thru a newspaper clipping brought in by a child. If you have never encouraged your classes to watch the newspapers and magazines for items of current interest, do so at once. They will furnish the stimuli for many interesting discussions. This particular clipping referred to an exposition to be held at Rio de Janeiro. Could anything have been better? After the clipping had been read, we talked of expositions in general. I told of a Furniture Exposition I had attended in Grand Rapids. A child told of the Better Home Exposition she had attended. One asked if the State Fair wasn't really an exposition. We decided it was. After talking of things they had seen at fairs and expositions, we concluded that any objects of interest which were typical of that locality might be shown. We wondered what the people would show at Rio de Janeiro. After the children had named all they could from their general knowledge, they referred to books for others. Projects were not new to this class and I wasn't surprised to be asked at this stage, if they might have a Brazilian Exposition. "Yes! Yes!" came in chorus. I acquiesced, altho I still had hopes of something broader. I asked, if they had ever heard

of an exposition or fair to which people from more than one section of the country sent exhibits? A child had post cards at home from the exposition in California. A mother had gone. And another child had seen some of the buildings when she was in California. I told them California had invited all of the countries of the world to take part. Then came, "Why not have a South American?" So it was decided that the fifth grade should hold a South American Exposition in its room.

SELECTING THE FEATURES FOR THE EXPOSITION

Before the next geography period, the children made lists of the various groups of articles, which might be shown at an exposition. From these lists one was made on the black board similar to this: farm products, forest products, animals, minerals, manufactured articles, stamps, coins, pictures of interesting places, and pictures of the people, showing their dress, homes, and customs.

DIVIDING THE WORK

Of course much research work was necessary. A number of plans were suggested by the children as to the division of work. Some wished to divide the class into groups. Each group would then work upon and prepare the exhibit for a number of countries. Others wished to study and collect the material upon each country. Then all would work together upon the exhibits. But a child discovered that there were thirteen countries in South America, and thirteen children in the class, and suggested that each child prepare an exhibit upon one country. This carried by storm. I was disappointed, as I should have preferred to have had them work in groups, but this was now their project. Then came the choice of countries. They drew. As I feared, here was a pit-fall. Dutch and French Guiana are countries with rich possibilities but little development. They fell to two of the brightest and most energetic children. Brazil and Argentina, two highly developed countries, fell to children that I had considered the weakest. The class realized that this would not do. It is surprising how accurately they measure the ability of their classmates. I suggested that the children drawing Brazil and Argentina had a much heavier task than the others, while those drawing the Guianas had a lighter one. Therefore they might work together.

METHODS OF DISPLAY

I found a picture in a back number of the *National Geographic Magazine,* showing a child's exhibit at a state fair in Utah. From this, and conversations about exhibits they had seen, plans were made for displaying the materials collected. They decided to arrange their articles on card tables and to make posters to hang on the wall. Over each table, they would fasten a placard bearing the name of the country. They appointed a committee to secure the tables and arrange them when the time came.

COLLECTING MATERIALS FOR DISPLAY

Now for the work. Each country was studied by the entire class. Committees were chosen by the children to report on various topics. They learned what the countries produced, how, and where the products were marketed, and what the shipping centers were thru which they passed. They found whether there was fuel, machinery, and labor to manufacture them at home, and if not where the raw materials were sent. It was necessary to know these things before they could write paragraphs about the cities for the posters.

When it was reported that Brazil was one of the largest coffee producing countries of the world and that raw coffee was sent to the United States, one of the children wrote a manufacturer to ascertain if that company secured any of its coffee from Brazil. Not only did the child receive a prompt and courteous reply, stating the percentage of coffee beans they received from Brazil, but a fine exhibit showing the coffee bean from the time it leaves the tree until it reaches the consumer, with the latter came a booklet giving all the information one could wish about the culture and preparation of coffee. This encouraged the children to write other manufacturers. With the cooperation of the English teacher, they wrote companies marketing rice, tapioca, drugs, chocolate, tobacco, chewing gum, rubber, and herva maté, (Paraguay tea). The letters told of their coming exposition and asked if any of the materials used in the company's products came from South America. All brought prompt replies and all, but one, brought a donation. A rice milling company sent an exhibit which it had prepared for school use; a personal letter saying they did not secure rice from South America, but giving a full account of the growing of rice and preparation for market; and an offer of a personal visit to our school by their representative the first time he visited Detroit.

A tapioca, and a chocolate manufacturing company each sent us interesting exhibits and a drug company sent several pieces of cinchona bark from which quinine is made, and a list of South American trees from which drugs are produced. A rubber company loaned us a booklet on rubber, and a chewing gum company said, while South America produced much chicle used in making chewing gum, they secured theirs from Central America. An importer sent a half pound package of maté.

While the children were studying and collecting articles for the tables, their posters were under way. The printing was done in the art class; the pictures and printed articles were secured from magazines, newspapers, and from bulletins published by the Pan American Union. Some of the articles were written in the English class, while others were written independently and submitted for correction. Much care was given by the children to the arrangement of materials before mounting. Of course some posters were finished much sooner than others. I was pleased when it was suggested by them that those who finished early should make a poster headed "The Pan American Union." The reason given for doing this was, that since the Union had helped them so much in their work, and since all of the countries but the Guianas belonged, it should have a place at the exposition. One of the girls had visited the Pan American headquarters in Washington and told us much about it.

How busy they were! How they scanned all available sources to find products for their country! They didn't neglect to help one another either. I heard, "Here is a paragraph upon cacao in Ecuador," or "Ruth, did you know they have coal under the sea in Chile? It tells about it in Bowman's." Long lists went home. I know mothers, fathers, uncles and aunts were pressed into service for they wanted everything on their list for their table. Shelves were reserved for the geography class in the grade room. Each child brought a box to hold his treasures. Weeks before the time for the Exposition mysterious packages began to arrive. Some were shown with pride and some were carefully hidden away to await the great day. The exhibits furnished by the different firms gave the children ideas as to ways of displaying theirs. Some used bottles of uniform size carefully labelled; others small enamel or glass dishes; while others spread them out on paper doilies with labels beside them. Invitations were written in the English period and sent out.

The Opening of the Exposition

The day for the Exposition arrived, bringing many guests and many surprises for the social science teacher. One of the latter was the number of men who came out. I am sure all the fathers were there, as well as a generous sprinkling of uncles and grandfathers. When the desks had been removed and the table committee had set up the tables, I discovered that they had arranged the tables around the room in the same order that the countries came on the map. Bolivia and Uruguay were in the center as they were interior countries. On the wall behind each table they placed a placard bearing the name of the country exhibiting there. How quickly and attractively they arranged those displays! I wish I had time to tell you of all the things those tables held. Of course, there were grains of all kinds. Meats and hides were shown in various ways. One child had borrowed from a nearby shoe maker a large piece of leather. Another had secured from a meat market a poster showing various cuts of meat. There was cotton, rice, a stalk of sugar cane, sugar in various forms, gold, silver, copper, coal, borax, and a large diamond. At least, it looked like a diamond if you were not too discerning. A string of imitation pearls did very well to represent the pearl fisheries off the coast of Colombia. There were stamps and coins loaned by an Argentinian. There was a panama hat and a poster which told how the hat had been made in Ecuador from the leaves of the Toquilla palm. There was a fine collection of tropical woods. A grandfather came early, bringing two cases of beautiful Brazilian beetles. Beside the exhibit of maté was a picture of a man sipping it. The picture was taken from a South American magazine, and below the picture was an article telling of the use of maté.

I must tell you of my greatest surprise. The child, whom I had thought too immature to prepare an exhibit alone, had asked to take French Guiana. Now French Guiana has been for years a penal colony to which France sends its worst criminals. Naturally, it has been little developed. Besides, we had been able to secure no bulletins upon it from the Pan American Union, since republics only belong to that organization. The task seemed so unpromising that I did not want any child to undertake it, and it alone. But she was so insistent that I gave in. Our books helped but little. She went to the library and there made out a list

of the products and found out something of Cayenne, its capital. Her poster was an excellent one.

Her table bore every product that she could find mentioned anywhere. A friend of the family had secured samples of rubber made by various processes, and best of all a solution which is 40 per cent pure latex and 60 per cent water. When the solution unites with acetic acid, it coagulates and forms rubber. This timid child, whom we had had difficulty in hearing when she arose to recite, spent the entire afternoon performing this experiment before an interested, questioning audience.

THE OUTCOMES

Was this the teacher's or the pupil's project? Let me tell you of a question the teacher had put to her. Then judge. When the final plans were being made, a child looked up at me and said, "Miss Barber, shall you be at our exposition?" When I replied that I should be glad to be there if I could be of any help, it was suggested that I stand at the door and welcome their guests.

It was well I did, for the children were indeed busy. They stood by their tables all afternoon answering questions and making explanations. Altho they had made an effort to be informed upon the various articles on their tables, several left the room during the afternoon to consult a reference book or dictionary in their attempts to answer questions. It was a tired but happy group of children, who, when the last guest had departed, gathered up the treasures, folded up the tables, and started homeward.

No doubt some of you are thinking that this must have taken a great deal of time. It did. Had we been obliged to do it all in the geography period I am sure we would have exceeded the time allowed for the study of South America. But the printing furnished motivation for lettering in the art class, and the letters and articles motivation for English work. Thru this correlation of work it was all done in the time allotted for South America. (Total time given to South America is about fourteen weeks.)

What were the gains? I shall not try to enumerate the geographical knowledge gained as I think it is obvious. I will only say that I am sure the knowledge gained was deeper and broader in scope than that which would have been gained under a formal study plan.

The allied outcomes were many. Among them were gains in finding and selecting materials from texts, references, newspapers and magazines. There were gains in self-direction and self-reliance, leading toward an independent attitude of study, and gains in cooperation and tolerance for the opinions of others. And it is certain an active interest was awakened, which makes this project only an approach to the study of South America.

A NEW USE FOR THE GEOGRAPHY CHART

MRS. JAMES C. DEPUE
San Antonio, Texas

As a general rule the child is not interested in the usual routine followed by most texts for it is too abstract and incomprehensible. Ohio may as well be in the heart of the continent of Africa to the usual class of Texas children. Another state, and especially a remote one, is too intangible to stimulate very much interest. The child of this age must learn of something in which he is interested and it is well to keep in mind the fact that he has no particular attachment to his text. Taking these facts into consideration a plan has been devised whereby this fifth grade work can be taught in an interesting way by chart making.

By the opening of school I secured the names of fifth grade teachers in various states who were willing to help me in this project by having their children prepare letters to send to my pupils. When the term opened I had the pupils get a supply of drawing paper about 18x24 inches—a sheet for each state. I followed the outline in the text on the grouping of the states and began the study with Maine. I told the children of the plan for writing to some fifth grade pupils in Maine for information. In order to be able to ask intelligent questions they decided it would be best to read what the text said about Maine. This reading and the drafting of the questions was the first assignment and it was made and carried out by the pupils. After the completion of this assignment they got the language teacher to give them a lesson in letter writing in which they prepared the letters for mailing. I collected these and sent them to the teacher of the children in the other state. My pupils had asked for a box of samples of the products of the state as well as a collection of pictures of the interesting places.

While they were waiting for the replies the children drew a large size map of the state noting mountains, rivers, cities, and lakes, etc., while at the side of the map a space was left for the data they obtained and at the bottom a space for the placing of the samples of the products. On the back side of the sheet were pasted all the pictures with an explanation of each.

Occasionally we had to wait on replies to our inquiries and when such was the case we made the maps of other states for we had to complete one state each week to complete the project in a year. The work never grew tiresome and we all enjoyed the package of letters which came each week.

At the close of the year the sheets were fastened together and each pupil had a complete chart which was very valuable to him. Many of the children still correspond with the pupils of the other states and get a world of pleasure as well as information from their letters.

THE NATIONAL COUNCIL MEETING

Washington—1924

The next annual meeting of the National Council of Geography Teachers will be held in Washington, D. C., December 29, 1924. The sessions will be held thruout the day and evening. It is planned to hold the evening session in connection with the annual banquet—a plan that proved highly successful last year.

The association of American Geographers and the American Association for the Advancement of Science will hold their annual meetings during the same week. This assures the presentation of a great variety of papers not only in the special field of geography but in many allied fields. Now is the time to plan for a trip to Washington as it is highly probable that special railroad fares will prevail. Detailed announcement will be made later.

The program is taking shape rapidly. At the present date the following speakers have accepted an invitation to appear on the program.

"The Need of General Social Science in the Elementary School."

Dr. Harold Rugg, Columbia University

"Geography as a Social Science in the Junior High School."
George J. Miller, State Teachers College, Mankato, Minnesota

"The Ozark Region of Southern Illinois—A Regional Study."
Ina C. Robertson, State Teachers College, Valley City, North Dakota

"Geographic Principles in the Study of Cities."
D. C. Ridgley, Clark University, Worcester, Massachusetts

"Address of the Retiring President."
W. R. McConnell, Miami University, Oxford, Ohio

"Some Geographic Opportunities and Responsibilities."
Dr. Charles C. Colby, University of Chicago

This meeting promises to be one of the best ever held. To attend this meeting and visit Washington, at special railroad rates, is an unusual opportunity.

GEOGRAPHICAL PUBLICATIONS

Mary Josephine Booth. **Material on Geography That May be Obtained Free or at Small Cost.** 91 pp. State Teachers College, Charleston, Ill. Free to schools.

It is generally known among specialists that there is a vast amount of inexpensive material of high intrinsic value in geography teaching. Miss Booth has now made it possible for the average grade teacher who has a multitude of subjects to teach, to select and secure such material. Any really alert teacher can make a splendid collection for use in teaching her particular subject. Teachers should not overlook Miss Booth's suggestions on ordering material. The teacher and *not the pupil* should make such requests.

This extremely valuable bulletin first appeared several years ago, but the present edition has been entirely revised and brought up to date. The material has been carefully organized under several classifications making it possible for any teacher to make selections readily. The "General List" includes a great variety of material arranged by countries; "Industries and Commercial Products," and "Educational Exhibits" arranged by commodities; and other subjects include "Visual Education," which lists material on motion pictures, lantern slides, photographs, post cards, stereographs, etc. There is also a very complete list of addresses of educational publishers of maps, atlases, charts, models, etc. Miss Booth and the Charleston State Teachers College deserve highest credit for this contribution to geography teaching.

James Fairgrieve and Ernest Young. Book One, **Children of Many Lands.** 128 pp., 103 photographs and diagrams; and Book Two, **Homes Far Away.** 144 pp., 115 photographs and diagrams. D. Appleton & Co., N. Y. 1923. 72 cents.

These delightful little books are the first of a series of elementary geographies which the authors are to publish for use in the grades. These volumes are designed

for the third grade where they may be used as supplementary readers. Their purpose is to introduce children to simple geographic principles as illustrated in the stories of various types of people in their relation to their environment.

Book One relates the observations of the Moon Man on his visit to the children of the Arctic, of the Red Men, of the Steppes, of the Desert, of the Savanna, and of the Tropical Forest. He listens to their tales, eats their food, sleeps in their houses, watches them at work, and tries their games.

Book Two takes ten countries and shows "how the grown-ups live, why they live as they do, what they work at, and why they work in the way they do." These people are the natives of the Arctics, of Lapland, Australia, Zululand, Egypt, New Guinea, Siam, Greece, Norway and South Sea Isles. The chapter on Egypt alone is well worth the price of the book.

In both books, the observations are not presented as a string of encyclopedic facts. The activities of the people are related only as they are adjusted to various factors of the natural environment. Each chapter closes with a set of exercises which may be used as a check on the chapter, and as a stimulus to further reading. The photographs are exceptionally well chosen. Thruout the books a sympathetic attitude toward these peoples is fostered so that children may better understand the citizenship of the earth.

State Teachers College, CORA P. STETTEN
Mankato, Minnesota

J. E. Kirkwood. **Forest Distribution in the Northern Rocky Mountains.** 180 pp. 40 photos, 4 maps. Bibliography. Bull. 247, State University Studies Series No. 2, Missoula, Montana, 1922.

Professor Kirkwood has prepared a little volume of value to teachers of geography as well as to ecologists and those interested in forestry. He discusses in an interesting and effective way the topography and climate of Montana and northeastern Idaho. As forests are a product of both environment and historical changes, a chapter deals with the subject of the migration of plants into the area. Twenty-five pages are devoted to the general forest aspects and half the book to forest zones and formations including foothill transition, rock slides, humid transition, mountain forests and the summits. A map shows the routes of early exploration in Montana and another a view of the physiography.

University of Indiana S. S. VISHER

John Finnemore. **India.** Subtitle, Peeps at Many Lands. 87 pp., 1 map, 8 illustrations in colour. A. & C. Black, Ltd., London. Macmillan & Co., New York, American Agents. 1921.

Sutton Palmer and A. R. Hope Moncrieff. **Scotland.** 260 pp., 32 illustrations (colored), 1 map. A. & C. Black, Ltd. Macmillan & Co., New York, American Agents.

Clifton Johnson. **Highways and Byways From the St. Lawrence to Virginia.** 340 pp., 46 photographs. Macmillan & Co., New York. 1924.

Teachers frequently feel the need for books that describe various parts of the world; that are of a general geographical type giving a well-rounded picture of a country; and that are more nearly akin to the "popular" type of book than are the ordinary supplementary readers. The three series here presented approach a solution to this problem. The "Peeps at Many Lands" series now contains sixty-four volumes

all of which should prove popular with boys and girls. The general tone and character of the descriptions are illustrated by the following quotation.

"Now we will go into the city proper. Here is indeed a change! Mill chimneys pour into the blue sky their long trails of black smoke. Marble halls and mighty Kings seem very far off as you traverse a cotton-spinning quarter where Delhi measures itself against Manchester. The narrow streets are dirty and squalid, and filled with a crowd whose dingy robes and shabby turbans bespeak the modern artisan of industrial India. Many strange things has this ancient city seen, but nothing stranger than this last turn of her fortunes, when she bends to her clacking loom, and boasts that with her own cotton she can spin as fine as any mill in Lancashire."

The volume on "Scotland" is one of a somewhat more pretentious series. Its purpose is to "outline Scotland's salient features, with glimpses at its history, national character, and customs, and at the literature that illustrates this country for the English-speaking world." It is far too sketchy and is not equal in value to "Peeps at Many Lands" series.

"From the St. Lawrence to Virginia" presents an intimate picture of human life "especially that which is typical and picturesque." Each chapter is a fine narrative that should interest boys and girls. A few chapter titles will indicate the field covered: The Adirondack Winter; Midsummer in the Catskills; The Land of Oil; A Vale of Anthracite; A Glimpse of Delaware; Roundabout the Nation's Capital; West Virginia Rambles. Other volumes in the "American Highways and Byways" series are (1) The Pacific Coast, (2) The Rocky Mountains, (3) The Mississippi Valley, (4) The Great Lakes, (5) The South, (6) New England.

Isaiah Bowman. **Supplement to the New World.** Subtitle, Problems in Political Geography. 112 pp., 23 maps and diagrams. World Book Co., Yonkers-on-Hudson, New York. 1924. 50 cents.

As indicated by the title, this publication is a supplement to Dr. Bowman's "New World" and brings that excellent work up to date. Seventy-seven pages are devoted to "The Situation in the United States" in which are discussed the internal situation, foreign relations in the Americas, foreign relations imposed by civilization, and American interests in the Philippines and the Pacific. Twenty-seven pages are devoted to "Notes" on the various countries discussed in the "New World" clarifying conditions that have arisen since the original volume was written. The appendix presents (1) an outline of treaties and resolutions adopted by the Conference on the Limitation of Armaments, and (2) the Tacna-Arica Protocol.

J. Fairgrieve and Ernest Young. **Children Far Away.** Human Geographies, Primary Series, Book I. 103 pp., 1 map, 38 ill. **The British Isles.** Book III. 154 pp., 6 photographs, 51 maps and ill. **In The New World.** Book IV. 148 pp., 44 maps, diagrams and ill. **In The Old World.** Book V. 170 pp., 73 maps and ill. **Europe and Britain.** Book VI. 181 pp., 70 maps and diagrams, 4 tables. **British Isles.** Secondary Schools Series, Book I. 250 pp,. 110 maps, diagrams and ill. **The Atlantic Hemisphere.** Book II. 287 pp., 122 maps and diagrams. **Euro-Asia,** Book III. 336 pp., 160 maps and diagrams. George Philip & Son, Ltd., 32 Fleet Street, London. 1922-1923.

Here is a series of "Human Geographies" for elementary schools that have been definitely planned so as to present a succession of increasingly difficult geographic con-

ceptions. There is no indication that the "first book" is simply a smaller edition of the "second book," an evil that has been altogether to prevalent. The human element is dominant thruout the series and the relation of man to his environment is made clear. The first two books in the primary series describe child and adult life in typical sections of the world and the others cover the field of regional, physical, and practical phases of geography. The American teacher should not judge these books by the illustrations alone, as the subject matter is worth more than the illustrations indicate. English children must be patient souls to endure illustrations such as are usually placed in their texts! Even the colored pictures are quite impossible. It seems inexcusable not to reproduce actual photographs of actual scenes in such a valuable series of books. Good pictures are one of the most important elements in stimulating in children a desire to learn more about the world.

Findlay Muirhead. **Blue Guides. Paris and Its Environs.** 450 pp., 60 maps and plans. **London and Its Environs.** 516 pp., 31 maps and plans. Macmillan & Co., New York. 1922. $4.00 and $4.50 respectively.

The "Blue Guides" supplant the well known Baedeker Guides extensively used before the war. Tho intended primarily for the use of tourists they are an invaluable source of information for the general reader and hence are a very desirable addition to any school library. They supply the teacher with much of that type of interesting detail that is entirely absent in her texts and in most books of a general character. The volumes contain numerous detailed city maps, plans and drawings of public buildings, etc., that will aid greatly in the study of either city. The teacher who follows the "journey" method will find in the "Blue Guides" most of the detailed information that a traveler must have in visiting another country.

Otis W. Caldwell and Stuart A. Curtis. **Then and Now in Education: 1845-1923.** 400 pp., 21 diagrams and photos. World Book Co., Yonkers-on-Hudson, New York. 1924. $2.20.

"Then and Now in Education" is a book on education that is actually interesting to read and its discussion of geography should not only interest geographers, but comfort them. In this age of "exspurts" on education who reach profound conclusions in the morning and find the profoundness gone before night, it is refreshing to read this volume. The book is based upon a comparison of present school accomplishment with that of seventy-five years ago. A series of tests given in the Boston schools in 1845 were adapted to modern conditions and used in making a survey thruout the United States. The authors reach the following general conclusions from this comparative survey. "(1) Present-day children tend to make lower scores on the pure memory and abstract skill questions and higher scores on the thought or meaningful questions; (2) the changes which have taken place are general throughout the country; and (3) the efficiency of present instruction, even at its best, although higher than in 1845, is still far from satisfactory. In other words, there are still many unsolved problems in education." The median score was 37.5 in 1845 and 45.5 in 1919 when the survey was made. It must be borne in mind that these comparisons are "between the selected best of the 1845 pupils and the unselected lower 40 per cent of the 1919 pupils." The general conclusions apply to geography and deserve the careful considerations of present-day textbook writers.

O. D. von Engeln and Jane McKelway Urquhart. **The Story Key to Geographic Names**. 279 pp. D. Appleton & Co., New York.

This interesting volume presents an explanation of essentially all geographic terms used in the elementary school geography texts. Its use should inspire new interest in "names" that have meant practically nothing to children except that such names were an eternal bore. The following is a typical illustration of how geographical information has been woven into the explanations.

"Still farther to the west are found the Hindu-Kush (hĭn-dōō kōōsh'). From their slopes we look down into India (ĭn'dĭ-ă) and the valley of the Indus (ĭn'dŭs) River. All three of these names contain the Sanskrit word *Sindhu*, meaning a 'river' or, more exactly, 'the irrigator.' Indeed, almost every drop of water of the Indus is used for irrigation of crops. The people who settled in the Indus Valley are known as Hindus, and *kush* means 'killer.' Hindu slaves, carried to market across these mountains, often died of cold because the mountains are so high, hence *Hindu-Kush*='Hindu killer.'"

The authors suggest seven ways that the teacher may utilize the Story Key: (1) Systematically in the classroom as a guide to map study. (2) As a book to recommend to parents who wish to help their children with the geography lessons. (3) As a source book for stories by which the teacher may enliven lessons on places and locations. (4) By the child as an aid in mastering pronunciations. (5) As a project source, e. g., picture-name maps. (6) As a clue to historic and other correlations with geography. (7) As a reference book in which the names of places may be looked up as they are met with in lessons and in the daily news.